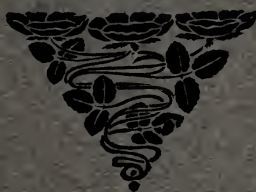


ANNUAL REPORT

OF THE

Public Schools

FRANKLIN, MASS.



1907-8



Annual Report

OF THE

SCHOOL COMMITTEE

of the Town of

FRANKLIN, MASS.

FOR THE

FISCAL YEAR ENDING JANUARY 31, 1908



SENTINEL PRESS
FRANKLIN
1908

COMMITTEE:

AMBROSE J. GALLISON,	.	.	Term Expires	1908
WILLIAM A. WYCKOFF,	.	.	"	" 1909
SOLOM ABBOTT,	.	.	"	" 1910

ORGANIZATION 1907-8:

AMBROSE J. GALLISON,	WILLIAM A. WYCKOFF,
<i>Chairman</i>	<i>Secretary</i>

SUPERINTENDENT:

IRVING H. GAMWELL,
Residence: - 2 High Street
TELEPHONE 74-6.

A regular meeting of the Committee is held in the Horace Mann building, beginning at 8 p. m., on the first Thursday in each month.

The Superintendent is at his office in the Horace Mann School from 8.30 to 9 a. m. and 4 to 5 p. m. each school day.

TELEPHONE 94-5.

Report of the Superintendent.

TO THE COMMITTEE:

The past year has been one of unusual activity. Good fortune has attended the schools on every hand. In this the elementary grades have enjoyed a leading share. Some account of their progress will therefore first be given.

GIFT OF A NEW SCHOOL.

The most notable event of the year is the gift of a new school. On September 21, Mrs. Annie R. Thayer presented to the town the Ray school, including building and land, and an ample equipment of books, maps, and furniture. This act—probably the first of the kind in local history, certainly the most conspicuous example of private generosity ever bestowed on the public schools of Franklin—was most liberal and most timely, and deserves the unstinted gratitude of the community now and for years to come.

Valuable in itself, the indirect bearings of this donation have been singularly far-reaching. To a very considerable degree it facilitated the introduction of manual training, the restoration of supervision in drawing, the completion of the one-grade basis of classification in all rooms after the primary, the adoption of new and better textbooks, the inauguration of important improvements in the course of study and conduct of work, stricter adherence to district lines, and reductions in the membership of crowded rooms.

SUPERVISION OF DRAWING RESTORED— OF MUSIC DROPPED.

As the two subjects are closely related, and as manual training was not planned to occupy the full time of

the director, the supervision of drawing was made a part of her work. Thus after a lapse of two years, the course in drawing is again in the charge of a trained overseer.

Monetary considerations, however, necessitated reduction at some point. The best place for the exercise of economy seemed to be the supervisorship of vocal music. This position was accordingly dispensed with. It was thought that the preparatory training and the subsequent experience of the regular teachers make them independently competent to carry on the work in singing. As yet, no occasion has arisen for revising or revoking this belief.

CIRCULATION OF PRIMARY READING BOOKS ABANDONED.

One of the best of the year's accomplishments has been the discontinuance of the circulating of reading books in the primary schools—a practice which, for reasons of supposed economy, has gone on for many years. Each primary room is now supplied with sufficient primers or readers for its own use.

Three years ago at this time, in speaking of the circulatory plan, the superintendent's report said "frequent transmission of reading books weakens their bindings and entails other injury from exposure and accident. It practically precludes the fixing of responsibility for their condition, and exerts an unwholesome influence in requiring scholars of clean and careful habits to handle books which have been soiled and abused by more heedless and untidy children." For these reasons it is a pleasure to see the custom stopped in the first two grades, and for the same reasons its gradual, if not immediate termination elsewhere is again urged.

STRICTER OBSERVANCE OF DISTRICT LINES.

The acquisition of a new building has made possible greater regard for the school districts into which the town is divided. As was remarked three years ago, "clearly defined and publicly understood school districts are matters of necessity." Rigid adherence to them is probably

the wisest way in which to deal with the sometimes vexed question of the assignment of pupils. In the recent past no small amount of unpleasant feeling has arisen over the transfer of children from one school to another. It is hoped that there will be less occasion for this in the future. It should now be the practice of the committee to abide more closely by dividing lines, ignoring them, of course, in cases of congestion, but making exceptions only for the best of reasons, and then on a strictly provisional basis.

GRADING.

One Grade to a Room. Another immediate good resulting from the acquisition of the Ray school was the completion of the policy of one-grade classes after the primary rooms. Thus a consummation desired for many years has at last come to pass. It is a signal event in local education. With two exceptions the primary schools were already having only one grade in attendance at a time, so that the single-grade arrangement has now compassed almost the entire system. The exceptions referred to are the Brick and Thayer primaries. Here too separate attendance for each grade would before now have been adopted had it not been for the barge-pupils, who require that there be some school where they can find all-day accommodation.

On another page of this report, under the heading "Membership," can be seen the grading of the several schools.

A New Sixth Grade. An unprecedented total membership (130) in the sixth grades last September required the services of an additional teacher. A room lately vacated in the Horace Mann building was utilized for the purpose.

At Unionville. Within a year the number of grades provided for at Unionville has been reduced by one half. Since September only the first three have attended there, all other pupils of this section being transported to and from the centre. This arrangement is by far the best

yet tried, and would be an excellent one for the north-west and other districts, would money and other considerations permit.

THE COURSE OF STUDY.

The course of study is more or less always in the making. During the past year the modifications have been unusually numerous and important.

An Eight-Year Plan. Outside of New England the great majority of places have a pre-high school period of only eight years. But within our group of states the nine-grade system almost as strongly prevails. Last September a combination of the two ideas presented itself as a policy well worth trying. Beginnings were accordingly made looking toward a first completion of the elementary course in eight years, followed by a year of thorough review of what has gone before, together with advance work having special reference to the high school and to finishing purposes in general. This phase of the matter is considered elsewhere under "Ninth Grade."

Subjects. Definite place has been given in the eighth grade to hygiene, in the seventh and eighth to civics, in the third, fourth and fifth to elementary science, and in all to memorizing and physical training. What used to be called "Language Lessons" in grades six, seven, and eight has been more properly separated into grammar and composition. If it was a mistake, some years ago, to banish English grammar from the higher grades for miscellaneous lessons in "Language," the once rejected subject is now restored to its rightful place.

Outlines. The adoption of several text-books has necessitated the rewriting of former syllabi in order to bring the topics of the course into proper harmony with the books in use. New outlines have already been made in arithmetic, grammar, and handwriting. Others will be prepared as fast as time permits. When the general revision has been completed, the curriculum should be issued in some durable form, suitable for the use of teachers, and of inquirers from outside of the department.

Adoptions. The donor's willingness to stock the Ray school required an examination of the book market for its best available products. In the outcome, while much of the old list remained, new books were selected in arithmetic, grammar, history, hygiene, and music. Mrs. Thayer's liberality in providing for the Ray school made it practically incumbent on the committee to do likewise for corresponding grades in the old buildings. This was accordingly done at the same time.

WORKING PLANS.

Undivided Classes. Without exception the elementary classes now work as units in all subjects. They study together and recite together. This plan, beside giving the freedom for individual teaching claimed for it in a preceding report, allows more supervision of the preparation of lessons, and eliminates the distraction which usually ensues when one section is studying while another is reciting. To the present method of procedure it is sometimes objected that it does not leave time for proper attention to the backward member. The reply to this is that, during a recitation, poorly prepared pupils should not be allowed to interfere with the progress of the majority. The class then has the right of way, and any individual whose participation would check the onward movement of the recitation must stand aside until the exercise is over. Its continuity must not be broken for the individual. The impression should prevail that no pupil will be permitted to take the floor who cannot do so to the advantage of the class. A risk involved in this way of managing is that teachers will appropriate portions of the individual (or study) period for work of their own which should be attended to out of school hours. But the danger should be overcome rather than that the plan be abolished.

Time Allotment. The uniform placing of only one grade in a room (primary schools excepted) prompted an exact apportionment of the fifteen hundred minutes of the week among the various subjects. These allotments

include the time allowed for study (home-preparation excepted), and that used for recitation. The distribution is as follows:

SUBJECTS.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.
Arithmetic	250	250	250	250	300	300
Character and Conduct }	15	15	15	15	15	15
Civics	—	—	—	—	75	60
Drawing	75	75	75	75	60	60
Geography	150	150	200	200	*60	*90
Handwriting	75	75	60	60	60	—
History	—	—	—	*50	*90	*90
Hygiene	—	—	—	—	—	*60
Language	200	200	250	Grammar 200 Comp. 50	Grammar 180 Comp. 60	Grammar 180 Comp. 60
Memorizing	25	25	25	25	25	25
Opening Exercises }	25	25	25	25	25	25
Natural Science }	50	50	50	—	—	—
Phonetics, Etc.	50	50	—	—	—	—
Physical Training }	25	25	25	25	25	25
Reading	200	200	165	165	165	150
Recesses	150	150	150	150	150	150
Spelling	150	150	150	150	150	150
Vocal Music	60	60	60	60	60	60
	<u>1500</u>	<u>1500</u>	<u>1500</u>	<u>1500</u>	<u>1500</u>	<u>1500</u>

*Prepared out of School.

The five hours of the school day have been separated into three for the morning session (9 to 12), and two for the afternoon session (1.30 to 3.30).

Daily Programs. Systematic daily programs are another technical feature induced by the unitary arrangement of the grades. On the basis of the preceding distribution of minutes, and within certain other limits not necessary to be specified here, each teacher has made out a precise time-table for each day's work. The trouble is

that the programs are not always adhered to. The temptation to hold over a class is too strong for some teachers. So too is the desire to take the time for other purposes than those appointed. But it is a matter of general agreement among school-men that the exercises of the day should proceed according to a definite plan, and the best results seem to follow such a practice.

Home Study. Ideally the preparation of lessons out of school does not wholly recommend itself. The household distractions to be contended with, the temptation to shirk, the danger of ill-advised help from elders, and the absence of school-room facilities make the custom of doubtful value. That would be a welcome step in educational progress, even in the high school, which would so adjust the opportunities of the sessions and the demands of preparation that lessons can all be made ready during school hours. At present, however, a modicum of home-study seems to be a necessity. None, however, is expected in the first five grades. A little is required in the sixth, and increasingly more in the seventh and eighth. For reasons justified by experience, arithmetic is not scheduled for outside preparation in any grade.

FIXED IMPROVEMENTS IN BUILDINGS

Expenditure for "repairs" during the past year has not been what the state of the property demands. The most important fixed improvements effected since last January are:

1. Painting of the Brick and Four Corners schools on the outside.
2. Rear-end door and storm-porch at the Four Corners school.
3. New floor in Room 1, Thayer school.
4. Dressing of several floors with a dust-confining preparation.
5. Thirty sets of adjustable seat and desk castings.

There is urgent need of more sets of adjustable furniture standards. Most of the rooms are equipped exclusively with the stationary pattern. When a new

sixth grade was opened in the Mann school last fall, the old chairs and desk-boxes were mounted on modern irons. This expedient should be extended to other rooms as fast as money will permit. There are also hallways to be heated, blackboards to be repaired, curtains to be renewed, fences to be mended and other matters to be attended to, mentioned in former reports.

DEMAND FOR A KINDERGARTEN,

The time has come when the establishment of a kindergarten is called for by the educational conditions of the community, if not, as yet, by the voice of the people. If parents could and would perform this function themselves, the training of the home would be preferred to that of the kindergarten, as is now the case in Wuerttemberg, Germany, the very land of its birth. But it is because they do not and cannot assume this responsibility that it devolves upon the department of public schools.

For many years it has been a local custom to admit children when they are five years old. That this is too early an age at which to begin formal schooling is the opinion of numerous educators. The result is that much of the first-year work is a resort to kindergarten methods and devices. If instead the children could attend a kindergarten at five, their entrance upon the primary school, being postponed for a year and being preceded by preparatory activities, would find them better fitted for its more formal ways, and would permit the elimination of some of the simpler seat-work which it is now forced to provide.

Two rooms, one at either end of the town, and the services of a single teacher, who would spend a half day at each place, would be an adequate basis on which to make a beginning in the proposed direction.

MEMBERSHIP.

The number of pupils enrolled in the several schools on January 17, 1908, was 981, distributed as follows:

Arlington Street School.

Room 1.	Grade I,	46
Room 2.	Grade II,	38
Room 3.	Grade III,	28
Room 4.	Grade IV,	28

Brick School.

(One-room school)

Grade I,	26
Grade II,	10

Four Corners School.

Grade I,	23
Grade II,	32

Mann School.

Room 1.	Grade VI,	41
Room 3.	Grade IX,	48
Room 6.	Grade VIII,	18
HIGH	Grades X to XIII,	104

Nason Street School.

Room 1.	{ Grade I,	10
	{ Grade II,	34
Room 2.	Grade III,	36
Room 3.	Grade V,	41
Room 4.	Grade VI,	38

Ray School.

Room 1.	Grade VIII,	41
Room 2.	Grade VI,	45
Room 3.	Grade VII,	39
Room 4.	Grade VII,	30

Thayer School.

Room 1.	{ Grade I,	22
	{ Grade II,	18

Room 2.	Grade III,	40
Room 3.	Grade IV,	40
Room 4.	Grade V,	43

Town House School.

Room 2.	Grade IV,	42
(Room 1 is used as a manual training shop).		

Unionville School.

(One-room school)

Grade I,	8
Grade II,	5
Grade III,	7

CALENDAR.

Below is the plan of terms and holidays for the year 1908. It is based on a high school year of forty weeks (this number is required by law), and on an elementary year of thirty-eight weeks. The shorter course, which has been on trial the past two years, seems hardly adequate for the present curriculum, and permits over-long vacations. The former length of thirty-eight weeks has accordingly been restored.

Jan. 6: All schools reopen.
 April 10: Winter term ends.
 April 20: Spring term begins.
 May 30: Holiday.
 June 12: Elementary schools close.
 June 26: High school and ninth grade close.
 Sept. 2: " " " " " open.
 Sept. 7: Holiday.
 Sept. 8: Elementary schools open.
 Nov. 26: Holiday.
 Dec. 18: Christmas holidays begin for all schools.

THE USUAL STATISTICS.

From "school returns" for the year ending June, 1907:
 Number of pupils under 5 years of age, 2

Number of pupils over 15 years of age,	113
Number of pupils between 7 and 14 years of age,	765
Total membership,	1141
Average membership,	945
Average attendance,	842
Percentage of attendance,	89
Number of regular teachers required,	25
Number of teachers in high school,	5
Number of pupils in high school,	104
Total expenditure for public schools for fiscal year ending Jan. 31, 1908,	\$25,807.38
Cost per pupil,	\$27.30

The above figures are computed in the same way as those published on page 34 of the superintendent's report for the year 1903-04.

From the school census, Sept. 1, 1907.

Number of persons between 5 and 15 years of age, 1043

Number of persons between 7 and 14 years of age, 762

TEACHERS.

During the year office-tenure has been extraordinarily steady, only one teacher having withdrawn in term-time. Attendance on daily duty has likewise been unusually regular. As old positions have become vacant, or as new ones have arisen, teachers of exceptional education, experience, and competence have been found. Above all the spirit of the staff is and has been most excellent. There is vastly more to praise than to blame.

Withdrawals. From February 1 to the close of the school year (June 25 for the Mann school, June 21 for all others) there was no change in the personnel of the teaching body. At that time the following withdrew from local service:

Laura B. Earl, Mann School, Grade VIII.

Clementine S. Guigon, Arlington St. School, Grade V.

Betsy B. Harmon, supervisor of music.

Ida I. Haviland, Town House School, Grade VI.

Castine C. Swanson, Mann School, science department.

The only subsequent retirement has been that of Amy J. Cook, on January 8, from the Latin department of the high school.

Information concerning the present corps of teachers is given in the following directory.

DIRECTORY.

The complete list of the names of persons now on the regular pay-roll of the department, together with their assignments and residences, is as follows:

Superintendent.

Irving H. Gamwell, 2 High Street.

Teachers.

Arlington Street School.

Emma J. Holmes, principalship and Grade III. 19 Church St.

Lula P. Hayes, Grade I. 229 Dean Ave.

Sarah E. Stock, Grade II. 9 Ray St.

Jennie S. Dickson, Grade IV. 23 Main St.

Brick School.

Edith L. Metcalf, Grades I and II. Lincoln St.

Four Corners School.

Alice E. Wentworth, Grades I and II. 23 Main St.

Mann School.

Irving H. Gamwell, principalship and high school mathematics.

Margaret W. Noyes, high school Latin. 154 Main St.

Charlotte W. Redding, high school science. 136 School St.

Grace S. Torrey, business department. 14 High St.

Alice Wiggin, high school English. 5 Alpine St.

Frances E. King, Grade IX. 14 High St.

Adele M. Waldmeyer, Grade VIII. 84 Union St.

Susie O. Newhouse, Grade VI. 117 School St.
 (NOTE. In the case of the high school teachers,
 only the major assignment is given.)

Nason Street School.

Charles F. Frazer, principalship and Grade VI. 86
 Pleasant St.

Mabel E. Stone, Grade V. 136 School St.

Gertrude B. Thyng, Grade III. Crescent House.

Lucy E. Tower, Grades I and II. Grove St.

Ray School.

Isabel M. Reilly, Grade VIII. 38 Oak St.

Marion S. Guptill, Grade VI. Crescent House.

Alice T. Quinn, Grade VII. 9 Ray St.

Flora B. Reed, Grade VII. 154 Main St.

Thayer School.

Rebecca Dunning, principalship and Grade III. 9
 Lincoln St.

Jennie P. Baker, Grades I and II. Lincoln St.

Dollie S. Carroll, Grade IV. 246 Dean Ave.

Hattie M. Gay, Grade V. 187 School St.

Town House School.

Beulah A. Woodward, Grade IV. Unionville.

Unionville School.

Lilah F. Waite, Grades I, II and III. 222 Dean
 Ave.

Drawing and Manual Training.

Florence L. Goding. 14 High St.

Janitors.

Arlington Street and Nason Street Schools. Ed-
 mund Burke, 129 Peck St.

Brick School. Clarence M. Ellis, 9 Lincoln St.

Four Corners School. E. Lovell Metcalf, 477 Cen-
 tral St.

Mann and Town House Schools. Charles E. Campbell, 10 Cottage Street Court.

Ray and Thayer Schools. Joseph E. Duprez, 42 East St.

Unionville School. Henry F. Brown, Unionville.

Transporters.

Thaddeus A. Coldwell, North Franklin District, Pond St.

Lucian B. Hicks, City Mills District, Daniels St.

John H. Tyler, Mount District, King St.

August H. Yankee, South Franklin District, Washington St.

Noon-Monitors.

Ethel Mosher, Brick School, Lincoln St.

Smith W. Thayer, Thayer, school, 129 School St.

THE NINTH GRADE.

Subjects. In the ninth grade, beginning in September, manual training was provided for all boys, and the study of Latin was dropped for that of English grammar. No other important change in subjects has been made.

Scholarship. Exceptions duly allowed for, the general scholarship of the present class is somewhat inferior. It is a happy coincidence that the revised policy explained below was put into operation in season for this class.

Size. The present ninth grade has a larger simultaneous attendance than any other single room. For some time past the membership has been full—too full, in fact, for the due realization of the purposes of its existence. Indications for next fall point to a larger class than ever. The question of a second ninth grade, or of an assistant in the present one, cannot, therefore long be deferred. In fact, had it not been for the well-known ability of the teacher to cope with the discipline and the

other conditions incident to a crowded school, the matter would in all probability have been considered and adjusted before now.

New Status. With the elementary course of study planned to be completed in eight years, a question arises as to the resulting status of the ninth grade. A new and seemingly better function for this school emerges. It is the experience of places having only eight years below the high school that more pupils drop out of it than on the nine-year plan. This is accounted for by the explanation that classes enter too young. What pupils seem to need after leaving the eighth grade is, not immediate entrance upon secondary studies, but a year of thorough review of what has preceded, with enough additional employment to ensure healthy progress and introduce them to the sort of work that is ahead. This conception of the ninth grade, as a review school for previous grades, and as preparatory for the high, has governed the arrangement of work the present year. It is proving to be a better policy than the plan whereby this grade took up the course where the last left it off.

Graduation and Diplomas Proposed. Now that the ninth grade is no longer a part of the high school, but just precedes it, the advisability of holding an annual graduation, and of awarding diplomas, is open to consideration. This is the practice in many cities, and, if adopted here, might act as a worthy inducement to elementary pupils to remain in school until the completion of the grammar-grade period. So far as the high school is concerned, the proposed plan would probably increase rather than diminish attendance.

THE HIGH SCHOOL.

Introduction of Manual Training. During the summer a vacant room in the town house was converted into a workshop for manual training, with accommodations for twenty-four pupils, and has since been so utilized by the ninth grade and high school, special and college-preparatory students alone being excepted.

That the new departure is popular is evident from the fact that, of the fifty-six boys now taking the course, no fewer than fifty-one have recently expressed a wish to continue the work another year. The full significance of their choice will not be appreciated until it is understood that the subject is at present required of all who voted. It is also noteworthy that all but one of the boys not now in the class would like to join it next fall.

Thus far the work has been confined to exercises with wood, and to the more common tools. In due time the equipment should be increased, and the course opened to boys of the seventh and eighth grades. The report of the supervisor, Miss Florence L. Goding, is subjoined:

"The work in manual training of the high school and ninth grade follows the Swedish system known as Sloyd, and comprises such exercises, in order, as will give every boy increasing ability to use his hands intelligently.

"The influence of the work makes the pupil have a higher regard for manual labor and opens to him a field of usefulness at home or in a shop, of which otherwise he would have no idea. A course in Sloyd does not make a boy a carpenter, but it should create in him habits of self-reliance, order and accuracy. It gives him manual development which is as necessary a factor in fitting him for life as the manual training which he receives in school to-day. And unless the school offers him both, there is grave danger that he will be warped by the pure mental training, because the chance of his getting manual training is very small when it takes so many hours of study to prepare lessons.

"Very few of the boys who began the work this fall had any idea of the correct use of tools, and the gain they have made in the understanding of the work and their ability to intelligently carry out the plans they make cannot be other than a satisfaction to them and to all who are interested in their work. It has been an invaluable experience for the boys who have found such pleasure and profit in it as to make them desire to put extra time into it, and the work they are doing speaks for itself. It is impossible that there should be no mistakes and inaccura-

cies, but in general the work accomplished is a credit to the boys who have done it.

"In beginning a piece of work each boy makes a working drawing of his model and keeps that for reference. He saws out the piece of wood required and from beginning to end the work is his own.

"It has not been possible to keep the class together, for some are far more rapid than others in their accomplishment, and this makes individual instruction, for the most part, necessary.

"The same set of models has been used for all three classes and has been taken up in order as follows:

1. "The wedge is purely knife work and has in its construction straight, oblique, and cross whittling.

2. "The flower pin brings the necessity of learning to whittle from a square section, through the octagonal to the round, to make a point, and to finish with sandpaper.

3. "The pen holder has in its construction the use of a bit and the making and fitting a peg.

4. "The hat rack, the first exercise in planing and squaring up, brings into use the marking gauge and try square. Its corners are rounded and in performing this exercise the dividers and chisel are used.

5. "This is followed by the sleeve board in the construction of which two new tools are introduced, the turning saw and the spoke shave. It has not been made obligatory that this model should include a standard, but many of the boys have made them from their own plans.

6. "The bread board entails more use of the turning saw and spoke shave, and in the working drawing brings the knowledge of the manner of constructing an ellipse.

7. "The coat hanger brings into use no new tools but greater accuracy in the use of the spoke shave.

8. "The tool rack, a problem far harder than any before, has the use of the chisel especially, and is the first model in which two pieces of wood are fitted together by means of screws.

"These tool racks are now in use at the benches in the shop."

New feature that it is, manual training still has

numerous misapprehensions to contend with. One of these is the notion that it is the same as carpentry. "Teaching the boys to be carpenters" has been the remark of more than one man during the past five months. But this idea is erroneous, as is every other which identifies manual training with preparation for particular trades. This work—the teaching of specific vocations—is the province of industrial education, and is undertaken by the modern trade school. Manual training, on the other hand, aims, not directly at definite pursuits, but at general education of the hand. It seeks to enable boys to discover their aptitudes, and to help them determine whether to follow mechanical vocations.

Another common fallacy is the thought that manual training is devoid of mental discipline—that it is a sort of educational pastime. This may arise from its designation as "manual" instead of "manumetal," a term which one writer considers more appropriate. At any rate, serious and sustained use of the hand involves corresponding use of the brain, and of such parts of it as are not reached by the ordinary school-studies. Scientific research has shown that more than one-half of the human brain is designed for motor purposes, and that of this major portion the larger part has to do with the control of the hand. There are thus many cells which can be directly affected only through manual activity. As these are reached, the total mentality is strengthened, for the power of an individual depends, not upon the mere count of brain-cells (which cannot be altered), but upon the number developed. This is the argument for manual training as a mental discipline. It is amply borne out by its marvelous results upon the brains of feeble-minded and mentally defective persons.

Impressions to the contrary notwithstanding, manual training is a moral agency and makes for character. This is evidenced by its appearance as an important factor in the courses of work of nearly all reformatory institutions.

But, not to pursue prejudices farther, the chief justification of manual training lies in considerations of a very practical character. The majority of boys now in the

high school will one day be earning their livings by hand-labor. Should not the curriculum take due recognition of this fact? History, literature, science, mathematics, and foreign language are well suited to the few who will enter the professions, but—good so far as they go—are hardly adequate for the larger number for whom manual careers lie in store. Half a century ago, when life was more rural, and the apprenticeship system in vogue, boys did not lack for hand-work. The house, the shop, and the farm furnished the sufficient opportunity. But this state of affairs has largely passed away, and unless the school attempts to supply suitable employment for the boy's hands, that happy combination of work and study, which produced such superior men two generations ago, will become a lost agency for good.

Apart from its value as a forerunner to a vocation, no subject can compare with manual training in the development of initiative, the teaching of the dignity of labor, and the disposing of an individual to be useful with his hands.

Schedule of Studies. The incorporation of manual training necessitated some curtailments in existing courses. The principal time-reductions were in the two middle years, in each of which the exercises in English literature were changed from 120 to 100, and in history from 120 to 80. From the first year French and German were eliminated, and in the last handwriting was merged into bookkeeping. In all years speaking (elocution) received only one-half of the former allotment of periods.

Other changes which went into effect at the same time were:

1. The introduction of physical training for girls (required of all except special and college preparatory students).
2. The removal of algebra from the required to the optional studies.
3. The addition of commercial correspondence to the first-year electives.
4. The omission of one science from each of the first two years. (The four sciences now offered—one each

year—are the four commonly accepted by the New England colleges, viz., botany, zoology, physics, and chemistry).

5. The transfer of arithmetic from the last to the third year.

6. The adoption of a six-period day.

Further Improvements Needed. The net result of the foregoing readjustments is undoubtedly a superior schedule, in plan and in administration, to any which the school has ever offered. Yet it is not hard to suggest further improvements,

One demand—and that an urgent one—is for a backward extension of the business course. As now planned, a pupil may not begin the commercial work until the third year. This means that he must spend two years in the school before he is allowed to take up bookkeeping, shorthand, typewriting, and mercantile arithmetic. In consequence, many, on completing the ninth-grade course, go elsewhere to school (the business colleges admit on the strength of a grammar school graduation), or give it up altogether. If our business department comprised four years instead of two, more pupils would enter the high school, even though they could not all remain to graduate. Furthermore, if lengthened as suggested, the course could be rescued from a certain narrowness of scope with which it has been marked from the beginning. For bookkeeping, shorthand, typewriting, penmanship, and correspondence are almost exclusively manual or mechanical in tendency, and, while they fit for clerical positions, they do not prepare for the larger responsibilities of business administration. What, then, can be done for the boy who is one day to occupy high place in the commercial world—not the office mechanic, but the future manager, foreman, agent, or proprietor? Such general courses as business economics, business organization, and commercial policy could be offered with great benefit, but more valuable would be a close and intimate study of specific kinds of business, just as in industrial schools today particular trades are taught previously to actual entrance up-

on them. Something of the history of these activities, but more of the conditions and problems which confront the men who engage in them would serve the purpose. Where possible, this should be supplemented by a study of the administration of local industries in so far as their proprietors can give to students the benefit of their knowledge, opinions, and visits to their places of business.

Another pressing need is for better provision for the education of girls. The superintendent's report of three years ago called attention to the fact that "a great majority of students in the high school are girls," intimating that more could be done for them in vocational directions. It may not now be too soon to look at the matter from another point of view. If an important part of the aim of the public schools is to adapt pupils to their future environments, then no theory of female education is complete which leaves out training for domestic efficiency. For of all the factors which enter into the environment of woman, is not the home the first and foremost? And in this age of scientific achievement, which has given us a body of knowledge along household lines never before equalled, are girls being properly trained for their peculiar sphere when they are not receiving the benefit of this knowledge, or, seeing that they are not likely to obtain it elsewhere, can we say that the last school which most of them will ever attend is doing its duty if it fails to provide for them at this point? The development of domestic intelligence is, then, one of the important functions of secondary education. Now that manual training has been installed for the boys, there is increased obligation for some corresponding introduction for the girls. It is strongly recommended that this be along the line of the study of housekeeping, "the greatest art known among men."

The preceding is in no sense intended as a reflection on the newly instituted course in physical training. Twice each week the regular students among the girls have taken forty minutes for this purpose, devoting a part of the time to the study of principles, and the rest to the execution of physical exercises. On the practical side the work is visibly correcting such faults of body as weak

voices, round shoulders, thin chests, and imp r breathing. As for the theoretical aspect, the first intention of this is to furnish a scientific basis for the practice. But inasmuch as the public statutes require that physiology be taught in each school, the course in physical training, by virtue of its technical side, enables the school to satisfy the above demand of law. Besides, there is the possibility that some of these girls themselves may become physical directors, as others are doing elsewhere. If so, there is every reason why they should receive as thorough attention in their subject as do those who are preparing for other vocations, teaching or stenography, for example.

Rules and Regulations. For the sake of added publicity a few of the more significant rules and regulations are here quoted:

1. "No pupil shall be assigned a part in the graduation exercises of any year until all deficiencies have been made up."

2. "At the annual graduation only those pupils who are then entitled to receive diplomas shall be allowed to take part in the exercises of the class."

3. "No pupil who is deficient in any four subjects shall be allowed to take a study of a succeeding year, unless such four subjects are superfluous with reference to diploma requirements."

4. "Any pupil who is not present at at least two thirds of the exercises or recitations in any subject shall, at the end of its course, be conditioned in it, unless the work lost has meanwhile been satisfactorily made up."

5. "At least two years' study of one foreign language, and at least one year's study of mathematics, shall be necessary for a diploma."

6. "Prescribed subjects are required of all regular pupils, but the diploma of the school will be awarded to any member who satisfactorily completes a four years' course of preparation for admission as a regular student to an approved college or university."

The Last Graduation. At the graduation in June special effort was made to cause the exercises to

reflect the regular activities of the school, rather than relate to topics of remote or detached interest. The idea merits further application in the future. Below is the program of exercises:

1. MARCH—Festival March *Mendelssohn*
SCHOOL ORCHESTRA
2. MUSIC—Winnebago *Thos. S. Allen*
SCHOOL ORCHESTRA
3. GREETING—
MARY LOUISA HOFEDITZ
4. ESSAY—A Plea for Uniform Child Labor Laws
CHARLES DANIELS DUFFY
5. ESSAY—June 17, 1825; An Imagined Report of the
Day by a Veteran
ELIZABETH IRENE BIGWOOD
6. READING—Little Blue Overalls *h*. *Annie Hamilton Donnell*
LILLIAN MAY VERONICA SULLIVAN
7. ESSAY—Music of the Southland
BERTHA LOUISE GRANT
8. ESSAY—Life and the Year; An Original Allegory
CAROLINE SUSAN TRASK
9. DICTATION EXERCISE IN SHORTHAND
CHARLES WILLIAM DURKEE
10. MUSIC—The Heavens Resounding
Beethoven, Arr. by C. B. Rich
SCHOOL CHORUS
11. ESSAY—Wireless Telegraphy Described and Demonstrated
DANA AUBREY SEARLE
- 12.—MUSIC—Estudiantina *P. Lacowe, Arr. by C. B. Rich*
SCHOOL CHORUS
13. ANNOUNCEMENT OF CLASS GIFT
MARY IRENE MCCARTHY
14. ADDRESS TO UNDERGRADUATES
WILLIAM EDMUND HAGGART
15. CLASS HISTORY
MAUD LILLIAN GRANGER

16. CLASS PROPHECY—
HELEN THERESA HOWARD
JAMES WILLIAM WINTERS
17. ESSAY ON THE MOTTO, "Aspire to Perfection"
CLARISSA SOPHIA LAYCOCK
18. PRESENTATION OF DIPLOMAS—
DR. A. J. GALLISON, CHAIRMAN OF SCHOOL BOARD
19. SINGING OF THE ODE—
THE CLASS

Contests. The result of the inter-high school speaking contests, held last spring, was a source of great satisfaction. The two representatives from this school—Ralph T. Whitney and Gertrude E. Knapp—won first and second prizes, respectively, for boys and for girls. Seven other schools competed.

Equally gratifying has been the success of our basketball and football teams. Athletics, now become so prominent a factor in high school administration, as yet presents no serious difficulty here. In future there must be more coaching, but the cost of this and of other necessities can be met with money raised by plays and other public performances, if indeed it cannot be defrayed in some other way. On out-of-town dates the players must be accompanied, but when a teacher has not been available, the services of a competent outsider have been readily found. Our thanks are due to those who have already assisted in this capacity.

Lack of Room. It is unfortunate for the high school that, for the past three years, an extra grade has had to occupy one of the former recitation-rooms. The building really contains one class more than it is well capable of accommodating. So long as this is the case, there is little prospect that pupils who are studying can be separated from those who are reciting.

SPECIAL OCCASIONS.

With all our good fortune along visible lines, we are trying not to forget the less material, but not less vital,

things of life. Within the year have fallen the hundredth anniversaries of the births of Longfellow and Whittier. These days, occurring as they did while schools were keeping, afforded excellent and exceptional opportunity to impress the lives, and to teach the messages, of these exalted men. The other special days have been kept to the usual improvement of the pupils in character and patriotism. In November an art exhibit was held, comprising nearly two hundred reproductions in picture of masterpieces new and old. The net proceeds have been invested in pictures for the decoration of the school rooms.

EXAMINATION OF SIGHT AND HEARING.

In accordance with the statute, the teachers tested the eyes and ears of pupils before the end of the year in June. Following is a summary of the results:

Number examined, 923.

“ found defective in eyesight, 157.

“ found defective in hearing, 38.

“ of parents or guardians notified, 148.

It is known that several parents had the eyesight of their children attended to, much to their relief and advantage as pupils.

ACKNOWLEDGMENTS.

Record is here gratefully made of the gift of forty dollars by the graduating class of 1907, Horace Mann High School, for the purchase of books of reference on history and civics, and of the effective assistance and co-operation of the Alden club in connection with the art exhibit given last fall. The donation of the Ray school is spoken of earlier in this report.

EDUCATIONAL INTELLIGENCE.

The concluding suggestion of this report would be in favor of wider diffusion of educational knowledge in the community. The schools are frequent sufferers from ignorance, prejudice, and error. This is not surprising where the points of official contact between the public and the

school department are so few and far apart as at present. A campaign of education is needed. Those close to the facts should cause their dissemination, in order that suspicion, misinformation, misunderstanding, and the like may be restrained, and the truth made known. To be sure, when questions of moment are at issue the voters almost invariably grant the recommendations of the committee. But something more than their formal endorsement, "in town meeting assembled," is wanted. As at present organized, and as contemplated for the future, the schools present a most reasonable case, and one well worthy of a hearing. Doubtless the citizens would welcome communications of fact and opinion direct from headquarters. If we have not here, as in other places, an "education society," there are at least three existing organizations through which effective work could be accomplished. Besides this, there is the possibility of greater utilization of the newspapers, and of reports more frequent than the one published annually. Education has made rapid advances of late, and the end is not yet. Unless the general public keep approximate pace with its progress, the danger of arrestment and regression is likely to exist.

Submitted respectfully, and with a grateful sense of the many individual good fortunes of the year, from whatever source proceeding.

IRVING H. GAMWELL,

Supt. of Public Schools.

Franklin, Mass., Jan. 31, 1908.

Seventeenth report in the series.

Report of School Committee.

TO THE CITIZENS OF THE TOWN OF FRANKLIN:

Your committee respectfully submit the following report:

RECEIVED.

Annual appropriation,	\$23,000 00	
Special “	1,200 00	
Tuition, Town of Norfolk,	52 50	
“ Town of Bellingham,	558 75	
“ City of Boston,	37 50	
“ State of Massachusetts,	364 30	
Dog licenses,	724 24	
Tickets,	4 50	
Merchandise returned,	5 00	
	<hr/>	25,946 79

BILLS APPROVED.

Books and supplies,	\$ 2,563 48	
Miscellaneous,	776 13	
Transportation,	2,938 25	
Fuel,	2,045 03	
Teachers,	14,460 92	
Janitors,	2,170 00	
Repairs,	967 20	
	<hr/>	25,921 01
Balance on hand,		25 78
		<hr/>
		\$25,946 79

RECOMMENDATIONS FOR THE YEAR.

For school purposes,	\$24,500 00
For medical inspection of schools,	200 00

Respectfully submitted,

A. J. GALLISON,

For the Committee.

Report of School Physicians.

TO THE SCHOOL COMMITTEE :

We, the Medical Inspectors, beg leave to make the following report :

We have duly inspected the children in all the schools as required by law. We have found a large number of children having some defects which can and should be remedied. A large proportion of the defects are in the throat and nose ; in other words, adenoids and diseased tonsils. In all cases the parents have been notified and requested to take measures to have these defects removed. Much yet remains to be done in educating parents and guardians to see the necessity of giving these children proper treatment, that they may receive full benefit of the schooling provided for them. In cases of sudden illness and suspicious cases, we have visited the schools when notified by the teachers, and have had suitable care provided for those who were ill.

Total number of children inspected, 1,007.

AMBROSE J. GALLISON, M. D.,

OLON ABBOTT, M. D.,

School Physicians.

Report of Truant Officers.

TO THE SCHOOL COMMITTEE :

We have investigated thirty-two cases of non-attendance at school. Nine were cases of wilful truancy, nine were on account of alleged sickness, and fourteen were due to detention by parents for other reasons.

Respectfully submitted,

EDMUND BURKE,

CHARLES E. CAMPBELL,

JOSEPH E. DUPREZ,

Truant Officers,

January 31, 1908.

